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medicine, of sociology, of philosophy. Moreover there is in all intelligent people a strong interest in human nature that manifests itself in zeal for literature and history. Psychology, the science of human nature, should meet this interest and refine and direct it. Professor Titchener has chosen to disregard the great majority of our mental activities and to view the few under only two narrow aspects, relationship to physical stimulus and analysis, with the single professed aim of teaching students to introspect.

This willful restriction deprives the course of several desirable opportunities, to teach, for instance, (1) that human mental life is continuous with that of the lower animals; (2) that our feelings are not duplicates or mimics or parallel symbols of the outside world, but only reactions to it, selected because of their utility; (3) the fact of variation in function due to the presence of different combinations of elementary factors; (4) the fact of correlation of functions; (5) the application of exact and verifiable methods of study to human thought and behavior in general. These and many other ideas and habits of prime importance untouched in Professor Titchner's course can be acquired by direct experiment and observation. They fit a person well for the scientific study of human nature. The heritage of psychology today comes from philosophers, medical men, physiologists, biologists, statisticians, proverb makers, poets, and gifted students of human nature everywhere as truly as from the recent investigators of the nature and conditions of our feelings of objects. The last-named sources furnish perhaps the least valuable matter for either culture or discipline in an elementary course.

Besides failing to satisfy teachers who wish their students to verify experimentally the broader facts of mental life, Professor Titchener's manual may meet the disapproval of those who agree with him in choice of subject-matter, but deny the validity of an analysis of mental states into elements.

The efficient way in which Professor Titchener has worked out the sort of experiments he advocates puts upon all objectors the burden of constructing an equally good course in harmony with the aims they prefer.

E. L. THORNDIKE

TEACHERS COLLEGE,  
New York City

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